

**Kindergarten Recommended Instructional Timelines**  
**2009-2010**  
**3<sup>rd</sup> Nine Weeks**  
**NEW Texas Essential Knowledge and Skills (TEKS)**

**Date Created:** July 31, 2009  
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According to the new Elementary Language Arts Texas Essential Knowledge and Skills, effective the first day of the 2009-2010 school year, all components of the Elementary Language Arts block are designed to be taught in the context of authentic literacy. Authentic literacy means that students will be engaged in the reading, comprehending, and writing of a wide variety of texts across various genres. All skills and strategies to be mastered during the school year are required to be taught in the context of reading texts and writing texts. Students will also receive opportunities to practice effective communication skills while sharing knowledge learned during the process of reading and writing.

**English Language Proficiency Standards Student Expectations with Sentence Stems and Activities to support implementation of the Standards**

<b>Note!</b>	It is critical that students are exposed to books and writing opportunities from the very start of the school year. <u>Do not</u> wait to begin reading and writing instruction. One of the most powerful ways for students to learn about letters and their corresponding sounds is through the act of interacting with authentic text in the form of books and stories. Students learn a great deal about letters and sounds in the process of learning to read and write. Teachers must also start modeling reading and writing starting at the beginning of the school year, as well. Daily modeling is critical because this shows students how literate adults interact with reading and writing.	
	<b>Reading</b>	<b>Writing</b>
<b>Week 1</b> Continued from 2 <sup>nd</sup> 9 weeks	<p><b><u>Media Literacy</u></b>            Use comprehension skills to analyze how words, images, graphics, and sound work together in various forms to impact meaning  <b>K.12A</b> identify different forms of media (e.g., advertisements, newspapers, radio programs) (with adult assistance) <b>K.12B</b> identify techniques used in media (e.g., sound, movement) (with adult assistance)            The following link has web resources for teacher to read regarding media literacy and young children. Many of the websites are designed for adults who work with young children. The information on the sites helps adults understand how young children interpret messages in media. There are teaching suggestions listed as well.  <a href="https://roundrockisd.org/Modules/ShowDocument.aspx?documentid=22286">https://roundrockisd.org/Modules/ShowDocument.aspx?documentid=22286</a></p> <p><b><u>Phonics</u></b>  <b>K.3D</b> identify, read, and write at least 25 high-frequency words from the RRISD word list (ARRC)</p> <p><b><u>Vocabulary</u></b>  <b>K.5B</b> recognize that compound words are made up of shorter words</p>	<p><b><u>Writing Process</u></b>  <b>K.13A – E</b></p> <p><b><u>Expository and Procedural Texts</u></b>  <b>K.15A</b> dictate or write information for lists, captions, or invitations</p> <p><b><u>Literary Texts</u></b>            Write literary texts to express ideas and feelings about real or imagined people, events, and ideas  <b>K.14A</b> dictate or write sentences to tell a story and put the sentences in chronological order</p> <p><b><u>Conventions</u></b>  <b>K.17B</b> capitalize the first letter of a sentence <b>K.17C Engl.</b> use punctuation at the end of a sentence <b>Sp.</b> use punctuation at the beginning (when appropriate) and at the end of a sentence</p>
<b>Weeks 2 – 4</b>	<p><b>Reading Workshop:</b> independent reading, guided reading, shared reading, read to</p> <p><b><u>Comprehension Skills</u></b> <b>Fig. 19 A</b> discuss the purposes for reading &amp; listening to various texts <b>B</b> ask and respond to questions about text <b>C</b> monitor and adjust comprehension <b>D</b> make inferences based on the cover, title, illustrations <b>E</b> retell important events in stories <b>F</b> make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</p> <p><u>Teaching Point</u> – with increasing independence, students should be able to comprehend material read, making personal connections to material (read and heard) with minimal support</p>	<p><b>Writing Workshop:</b> use writing process with adult assistance (planning drafting, revising, editing) to compose text; Students write about their <u>own experiences</u>.</p> <p><b>Writing Process: K.13A - E</b></p> <p><b><u>Conventions</u></b> <b>K.16A</b> understand and use the following parts of speech in the context of reading, writing, &amp; speaking (with adult assistance) <b>i Engl.</b> past &amp; future tenses when speaking <b>i Sp.</b> verbs, including commands and past and future tenses when speaking <b>iv Engl. &amp; Sp.</b> prepositions &amp; simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over; en, de, por la tarde, en la mañana) <b>v Sp.</b> personal pronouns (e.g., yo, ellos)</p>

(e.g., use background knowledge, re-reading a portion aloud)

- Independently establish purpose for reading
- Guided reading at instructional level (monitor and assess fluency, accuracy and comprehension)

**Note:** Students who have started to read should be responsible for using strategies modeled during whole group lessons as well as during guided reading groups. Obviously, it will be important for teachers to provide support as needed for students.

**Theme and Genre (across various cultures) -- fairytales -- folktales -- lullabies -- fables** **K.6A** identify elements of a story including setting, character, & key events **K.6B** discuss the big idea (theme) of a well-known folktale or fable & connect it to personal experience **K.6C** recognize sensory details

Teaching Point – read and identify story elements (setting, characters, key events) of fairy tales, folktales, and fables

- Use Venn diagram to compare and contrast elements of two fairy tales (e.g., Cinderella, Cindy Ellen)
- Compare and contrast both traditional and modern versions of various fables

Teaching Point – make personal connection to well know folktale or fable

- Rewrite story of Three Little Pigs or Little Red Riding Hood personalizing characters to match students
- Venn diagram comparing The Three Little Pigs and The Big Bad Wolf
- Daly, J., (2000). *Fair, brown, & trembling: an Irish Cinderella story*. New York: Farrar, Strauss, & Giroux. 4 copies
- San Souci, R. (2000). *Little gold star: a Spanish American Cinderella*. New York: Harper Collins. 4 copies
- Louie, Ai-Ling. (1982). *Yeh-Shen: a Cinderella story from China*. New York: Philomel Books. 17 copies
- Perlman, Janet, (1995). *Cinderella penguin: the little glass flipper*. New York: Puffin Books. 4 copies
- Hickcox, Rebecca, (1998). *The golden sandal: a Middle Eastern Cinderella story*. New York: Holiday House. 15 copies
- Lowell, Susan, (2000). *Cindy Ellen: a wild western Cinderella*. New York: Harper Collins. 37 copies
- Fleischman, Paul, (2007). *Glass slipper, gold sandal: a worldwide Cinderella*. 39 copies
- Climo, Shirley, (1989). *The Egyptian Cinderella*. New York: Crowell. 25 copies
- Climo, Shirley, (1993). *The Korean Cinderella*. New York: Harper Collins Publishers. 22 copies

**ELPS (4G) demonstrate** comprehension of increasingly complex English by **participating in shared reading, retelling or summarizing material, responding to questions, and taking notes** commensurate with content area and grade-level needs

**Expository Text K.10A** identify the topic and details in expository text heard or read, referring to the words and/or illustrations

Teaching Point – identify main topic of expository text read

- T-chart comparing expository and narrative text
- Work in small groups to list information found in articles from National Geographic for Kids

**K.16C Engl. & Sp.** use complete simple sentences **K.16B Sp.** speak in complete sentences to communicate

**ELPS (2I) demonstrate** listening comprehension of increasingly complex spoken English by **following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaboration with peers, and taking notes commensurate with content and grade-level needs.**

**Writing K.13A**

Teaching Point – through class discussion generate ideas for writing

- List student interests as possible topics for writing
- Bring in magazine pictures of familiar items for student writing

**Share writing with others K.13E**

Teaching Point – make connection between spoken and written word by sharing writing of students

- Weekly/bi-weekly sharing of stories published by students
- Peer editing of stories written

**Conventions K.16C**

Teaching Point – complete sentences when writing

**K.16C** use complete simple sentences

- Sentence assembly from mixed up sentences and punctuation
- Students need opportunities to practice complete simple sentences orally – students have a much firmer understanding of this concept orally.

	<p><b>Culture &amp; History</b> – Students analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding <b>K.9A</b> Identify the topic of an informational text heard</p> <p><b>Vocabulary Development</b> – Students understand new vocabulary &amp; use it when reading and writing <b>K.5D</b> use a picture dictionary to find words</p> <p><b>Vocabulary K.5D</b>  <u>Teaching Point</u> – vocabulary</p> <ul style="list-style-type: none"> <li>Students create individual picture dictionary (on-going project)</li> </ul>	
Weeks 5 – 6	<p><b>Theme and Genre (across various cultures) -- fairytales -- folktales -- lullabies -- fables K.6C</b> recognize sensory details <b>K.6D</b> recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various</p> <p><u>Teaching Point</u> – recognize recurring phrases and characters in traditional fairy tales, lullabies and folk tales</p> <ul style="list-style-type: none"> <li>Use reading and comprehension skills to identify sensory details</li> <li>Read various versions of familiar fairy tale and use anchor chart to identify and count recurring phrases</li> <li>Draw and label pictures of recurring characters in folktales</li> </ul> <p>ELPS (4G) <b>demonstrate</b> comprehension of increasingly complex English by <b>participating</b> in shared reading, <b>retelling</b> or <b>summarizing</b> material, <b>responding to questions</b>, and <b>taking notes</b> commensurate with content area and grade-level needs</p> <p><b>Media Literacy K.12A</b> identify different forms of media (e.g., advertisements, newspapers)</p> <p><b>Media Literacy K.12A</b>  <u>Teaching Point</u> – with adult assistance identify different forms of media (e.g., advertisements, newspapers) and analyze how print and graphics work together</p> <ul style="list-style-type: none"> <li>Compare and contrast advertisement in both black and white and color</li> <li>Free exploration with various types of media</li> <li>Create class wish book using everyday print and advertisements</li> </ul> <p><b>Poetry K.7A</b> respond to rhythm &amp; rhyme in poetry through identifying a regular beat and similarities in word sounds</p> <p><b>Phonics K.3B</b> use knowledge of letter-sound relationships to decode regular words in text and independent of content when context is not helpful  <u>Teaching Point</u> – With greater independence use phonics skills and letter-sound relationships to read conventional text (CCVC, and CVCC words)</p> <ul style="list-style-type: none"> <li>Guided reading at instructional or independent level (monitor and assess fluency, accuracy and comprehension)</li> <li>Reading/literacy workstations</li> </ul> <p>Resources: <a href="http://www.readwritethink.org">www.readwritethink.org</a></p>	<p><b>Writing Workshop</b> Use writing process with adult assistance (planning drafting, revising, editing) to compose text</p> <p><b>Writing Process K.13A-E Literary Texts</b> Write literary texts to express ideas &amp; feelings about real or imagined people, events, ideas (does not include the retelling of television shows or movies) <b>Writing Workshop K.13B</b>  <b>Teaching Point</b> - develop drafts by sequencing the action or details in the story</p> <p><b>Literary Texts K.15A</b>  <u>Teaching point</u> - write information for lists, captions, or invitations</p> <ul style="list-style-type: none"> <li>List things student would like to do on Spring Break</li> <li>Illustrate different attributes of rocks and write appropriate captions</li> </ul> <p><b>Expository &amp; Procedural Texts</b>  <b>K.15A</b> write information for lists, captions, or invitations</p> <p>ELPS(5B) <b>write using</b> newly acquired basic vocabulary and content-based grade-level vocabulary;  ELPS (5G) <b>narrate</b>, <b>describe</b>, and <b>explain</b> with increasing specificity and detail to <b>fulfill</b> content area writing needs as more</p> <p><b>Poetry K.14 (B)</b> write short poems  Teaching point – student independently write poems</p> <ul style="list-style-type: none"> <li>Interactive poetry notebook</li> </ul> <p><b>K.16A</b> iii descriptive words</p> <p><b>Spelling</b> Spell correctly (in accordance with Kindergarten expectations)  <b>Conventions - Spelling</b>  <u>Teaching Point</u> – developmentally appropriate spelling</p> <ul style="list-style-type: none"> <li>Identify student spelling level (Precommunicative, communicative, phonetic, transitional or conventional) and instruct accordingly</li> </ul> <p>Hold students accountable for correct spelling of sight words</p> <p><b>Conventions</b> Understand the function of &amp; use the conventions</p>

		<p>of academic language when speaking &amp; writing; continue to apply earlier standards with greater complexity</p> <p><b>Handwriting, Capitalization, &amp; Punctuation</b> Write legibly and use appropriate capitalization and punctuation conventions in their compositions <b>K.17B Engl. &amp; Sp.</b> capitalize the first letter in a sentence <b>K.17C Engl.</b> use punctuation at the end of a sentence <b>Sp.</b> use punctuation at the beginning (when appropriate) and at the end of sentence <b>K.18D Sp.</b> use “y” to represent /i/ when used as a conjunction (e.g., mama y papa)</p> <p><b>Conventions - Handwriting, Capitalization, &amp; Punctuation K.17B,C</b> Teaching point – appropriate use of capitalization and punctuation</p> <ul style="list-style-type: none"> <li>• Writing workshop with less teacher assistance</li> <li>• Writing journals, reading response journals, science journals, math journals</li> </ul>
<b>Weeks 7 – 8</b>	<p><b>Comprehension Skills Fig. 19 K.A-F</b> (See Figure 19 for details)</p> <p><u>Teaching Point</u> – Comprehension strategies that are modeled whole group or taught during guided reading groups should be expected and scaffolded during the independent reading of books.</p> <p><b>Strategies</b> <b>K.4A</b> predict what might happen next in text based on the cover, title, and illustrations <b>K.4B</b> ask and respond to questions about texts read aloud <b>Fig. 19C</b> monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) <b>D</b> make inferences based on the cover, title, illustrations, and plot</p> <p><b>Expository Text</b> <b>K.10A</b> identify the topic and details in expository text heard or read, referring to the words and/or illustrations <b>K.10B</b> retell important facts in a text, heard or read <b>K.10C</b> discuss the ways authors group information in text <b>K.10D</b> use titles and illustrations to make predictions about text</p> <p><b>Culture &amp; History</b> <b>K.9A</b> identify the topic of an information text heard <b>Fig. 19 F</b> make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</p> <p><b>Vocabulary Development</b> <b>K.5A</b> identify &amp; use words that name actions, directions, positions, sequences, and locations <b>K.5C</b> identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)</p>	<p><b>Writing Workshop</b> Use writing process with adult assistance (planning drafting, revising, editing) to compose text; Students write about their <u>own experiences</u>. <b>K.13D</b> edit drafts by leaving spaces between letters &amp; words</p> <p><b>Expository &amp; Procedural</b> Write expository &amp; procedural or work-related texts to communicate ideas &amp; information to specific audiences for specific purposes</p> <p><b>Research (with adult assistance) K.19B</b> ask questions about topics of class-wide interest <b>K.20A</b> gather evidence from provided text sources <b>K.20B</b> use pictures in conjunction with writing when documenting research</p> <p><b>Writing Workshop K.13D</b> <u>Teaching Point</u> – edit and revise drafts leaving spaces between letters and words</p> <ul style="list-style-type: none"> <li>• Spacemen</li> <li>• Writer’s workshop</li> </ul> <p><b>Research (with adult assistance) K.19B</b> <u>Teaching Point</u> - ask questions about topics of class-wide interest</p> <ul style="list-style-type: none"> <li>• Student interviews using yes/no questions</li> <li>• Question of the day</li> </ul> <p><b>Research (with adult assistance) K.20A,B</b> Teaching Point – gather evidence from provided sources and compile research report including pictures</p> <ul style="list-style-type: none"> <li>• Student generated research report on weather topic</li> </ul>
<b>Week 9</b>	The final week of each 9 weeks is designated as a period for review or a time to conclude units of study that were interrupted due to other events on campus.	